

**THE EFFECT OF PART OF SPEECH GAME IN TEACHING  
GRAMMAR COMMUNICATIVELY AT THE  
SECOND YEAR OF SENIOR HIGH  
SCHOOL 1 TAMBANG IN  
KAMPAR REGENCY**



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PEKANBARU  
1433 H/2012 M**

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Thesis

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for the Undergraduate Degree of Bachelor of Education  
(S.Pd.)



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## ABSTRAK

**Rahmadani (2012) : Pengaruh Penggunaan Permainan Part of Speech dalam Pengajaran Tata Bahasa Inggris di Tahun Kedua Sekolah Menengah Atas 1 Tambang di Kabupaten Kampar.**

SMAN 1 Tambang adalah salah satu sekolah yang menggunakan KTSP dalam proses belajar mengajar. Setelah melakukan studi pendahuluan di SMAN 1 Tambang, sebagian siswa pada kelas dua masih memiliki kelemahan dalam berbicara. Peneliti menginterpretasikan bahwa kelemahan mereka tersebut ditunjukkan dalam kurangnya kepercayaan diri siswa dalam mengemukakan ide-ide mereka dalam bahasa Inggris. Dengan demikian, penulis tertarik untuk melakukan penelitian dengan judul Pengaruh Penggunaan Permainan Part of Speech terhadap kemampuan berbicara siswa kelas dua SMAN 1 Tambang Kabupaten Kampar.

Jenis penelitian ini adalah penelitian kuasi. Fokus utamanya adalah untuk mencari perbedaan yang signifikan pada kemampuan siswa berbicara bahasa Inggris di kelas dua SMAN 1 Tambang antara siswa yang diajarkan dengan permainan part of speech dan yang diajarkan tanpa permainan Part of Speech. Subjek dalam penelitian ini adalah siswa SMAN 1 Tambang kelas dua. Pada penelitian ini, penulis mengambil 2 kelas; kelas eksperimen dan kontrol dari 5 kelas terdiri dari 66 siswa sebagai sampel dari sejumlah populasi 179 siswa secara acak berdasarkan kelas. Dalam pengumpulan data, penulis menggunakan tes dan lembar observasi. Tes yang digunakan adalah lisan. Dalam pengumpulan data, penulis menggunakan SPSS 16.

Kesimpulannya, Peneliti menemukan bahwa angka signifikan  $0.002 < 0.05$  dan penerapan part of speech game sangat bagus (92.5%). Artinya masih ada prosedur yang belum terlaksana secara lengkap. Berdasarkan hasil signifikansi tersebut,  $H_a$  diterima dan  $H_o$  ditolak. Selain itu dapat dibuktikan dengan nilai rata-rata kemampuan post test berbicara siswa pada kelas eksperimen adalah 56.88, sedangkan nilai rata-rata kemampuan post test berbicara siswa pada kelas kontrol adalah 48.44. dan lebih jauh lagi rata-rata peningkatan kemampuan berbicara siswa pada kelas eksperimen adalah 11.00 (23.97%) sedangkan pada kelas kontrol adalah 4.50 (10.24%). Jadi ada perbedaan peningkatan yang signifikan kemampuan berbicara bahasa Inggris siswa antara siswa yang diajarkan dengan permainan Part of Speech dan siswa yang tidak diajarkan permainan Part of Speech.

## ABSTRACT

**Rahmadani(2012) :The Effect of Part of Speech Game in Teaching Grammar Communicatively at the Second Year of Senior High School 1 Tambang in Kampar Regency.**

SMAN 1 Tambang is one of school that uses school based curriculum as a guide in teaching learning process. After doing preliminary observation at SMAN 1 Tambang, some of the students of the second year still have low ability in their speaking were indicated because they have lack of self confidence in expressing their ideas in English . Thus, the writers interested to conduct the research entitle The Effect of Part of Speech Game to Improve Students' Speaking Ability at the Second Year of SMAN 1 Tambang in Kampar Regency.

The type of this research was quasi – experimental research. The main focus of this research was to find out the significant difference of improvement of students speaking ability at the second year of SMAN 1 Tambang between students who were taught by using Part of Speech Game and who were taught without Part of Speech Game. The subject of this research was the second year students of SMAN 1 Tambang. In this research, the writer took two classes; experimental and control class from the five classes. It means that 66 students as the sample from 179 students of population by using clustering sample randomly. Based on group in collecting the data, the writer use test and observation list. The test used was oral test. In analyzing the data the writer used SPSS 16.

Finally, the writer that the significant number was  $0.002 < 0.005$ , and the implementation of part of speech game well done (92.5%). It means that there were still any missing item procedures. Based on significant result above,  $H_a$  is accepted and  $H_o$  is rejected. Besides, it can be proved from mean score of students speaking ability of post test at experimental class was 56.88, while students speaking ability of post test at control class was 48.44. Furthermore, the mean score improvements of students speaking ability at experimental class was 11 .00 (23.97%) while in control class only 4.50 (10.24%). In conclusion, there is a significant difference of improvements of students speaking ability between students who were taught by using Part of Speech Game and who were taught without Part of Speech Game. So, the difference on mean indicate that the use of Part of Speech Game is better than without use Part of Speech Game.

## ملخص

رمضاني (2012): " تأثير جزء من لعبة الكلام لتحسين قدرة الطلاب على التحدث في السنة الثانية من SMAN Tambang1 في ريجنسي Kampar"

SMAN Tambang 1 هي واحدة من المدارس التي تستخدم المنهج المدرسي القائم كدليل في تدريس عملية التعلم. وأشار بعد القيام للملاحظة الأولية في Tambang 1 SMAN، وبعض من طلاب السنة 1 نية لا تزال لديها القدرة المنخفضة في الناطقة الخاصة بهم لأن لديهم نقص الثقة في النفس في التعبير عن أفكارهم باللغة الإنجليزية. وهكذا، فإن الكتاب المهتمين لإجراء البحوث بعنوان تأثير جزء من لعبة الكلام لتحسين قدرة الطلاب على التحدث في السنة الثانية من Tambang 1 SMAN في ريجنسي Kampar.

كان نوع من هذا البحث شبه - البحوث التجريبية. كان التركيز الرئيسي لهذا البحث لمعرفة الفرق كبير من الطلاب من تحسين القدرة على التحدث في السنة الثانية من Tambang 1 SMAN بين الطلاب الذين تعلموا باستخدام جزء من لعبة 1 كلام والذين تعلموا بدون جزء من لعبة الكلام. كان موضوع هذا البحث لطلاب السنة الثانية من Tambang 1 SMAN. في هذا البحث، اتخذ الكاتب فئتين، فئة التجريبية والضابطة من الطبقات الخمس. وهو ما يعني أن 66 طالبا كما في عينة من 179 طالبا من سكان باستخدام عينة المجموعات عشوائيا. استنادا إلى مجموعة في جمع البيانات، والكاتب استخدم اختبار وقائمة المراقبة. وكان الاختبار يستخدم اختبار شيفوي. في تحليل البيانات والكاتب يستخدم SPSS 16.

وأخيرا، فإن الكاتب من أن عددا كبيرا كان  $0.002 < 0.005$ ، وتنفيذ جزء من لعبة الكلام متقن (92.5٪). فهذا يعني أنه لا تزال هناك أي إجراءات البند في عداد المفقودين. استنادا إلى نتيجة تذكر أعلاه، يتم قبولها هو ومرفوض. وكان الى جانب ذلك، يمكن ان يثبت انها من الدرجة المتوسطة للطلاب يتحدث قدرة اختبار آخر في فئة التجريبية 56.88، في حين يتحدث الطلاب قدرة اختبار آخر في فئة عنصر التحكم كان 48.44. وعلاوة على ذلك، كان متوسط درجة التحسن من الطلاب يتحدث القدرة على الطبقة التجريبية 0.00 11 (23.97٪) بينما في فئة عنصر التحكم فقط 4.50 (10.24٪). في الختام، هناك فرق كبير من التحسينات من الطلاب يتحدث القدرة بين الطلاب الذين تعلموا باستخدام جزء من لعبة الكلام والذين تعلموا من دون جزء ن لعبة الكلام. لذلك، فإن الفرق في يعني تشير إلى أن استخدام جزء من لعبة الكلام أفضل من دون استخدام جزء من لعبة

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Pekanbaru, January, 30<sup>th</sup> 2012  
The Writer

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

Communicating is to understand and use information, thoughts and feelings, and develop science, technology and culture. The four skills are used to respond to or create a discourse in social life. Therefore, subjects are directed to develop English language skills so that graduates are able to communicate and speak in English at certain.

Communicating is a productive skill used in the oral sense. It has many elements binding it around. It seems like the other skills, is more complicated than it looks at first and involves more than just pronouncing words. Comprehension, structure, listening, vocabulary, reading are some instances to push someone to achieve the goal of successful in communication.

Grammar according to Rutherford is “*a necessary component of any language teaching programmes*” and thus plays an important role in language teaching. However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories, Such as challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar.

The advent of communicative language teaching has a tremendous impact on the way language should be taught and learned. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching. They all share the same view that grammatical competency has its important role in the development of communicative competence.

According English Curriculum and its supplement, especially for students communicative, the students are expected to able to communicate in different genres. The students should be able to the monologue and dialogue to interact fluently and accurately<sup>1</sup>. In fact, based on the writer observation, the writer found that most of students in each class do not have ability to communicate. When the teachers ask them to speak, most of them are not able to do it well. They look confused to express their ideas and they do not have self confident to communicate. Then, when teachers ask them a question, it seems that they do not understand and cannot give response. So, the writers conclude that the problem in communicative could be influenced from many factors. There are internal and external factors. Internal factors are from the students themselves. The problem is that they are afraid of making mistakes because they have lack of vocabulary and do not know about the classification of part of speech. On the other hand, even though they have a lot of vocabulary and know the classification of part of speech, but they are ashamed to communicate, they are not brave enough to communicate in front of their friends. Most of them are

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<sup>1</sup>[http://elcom.umsida.ac.id/elschool/muallimin\\_muhammadiyah/file.php/1/materi/Bahasa\\_Inggris/Standar\\_Kompetensi\\_BahasaInggris.pdf](http://elcom.umsida.ac.id/elschool/muallimin_muhammadiyah/file.php/1/materi/Bahasa_Inggris/Standar_Kompetensi_BahasaInggris.pdf)

shy to use English in real communication. Only some students are brave enough to use English in real communication.

Basically, English teachers have introduced many strategies and technique in order to make them able to communicated<sup>2</sup>, including teaching learning process in SMAN 1 Tambang. Considering problem above, relating to speaking activities in class and helping students to improve their speaking skill is part of the teacher's job. He or she is expected to have right teaching techniques to provide students with appropriate teaching materials and to create a positive classroom environment. Therefore, the students will have opportunity to use English among themselves. The teaching – learning process should not only happen between teacher and students but also between students and students.<sup>3</sup>

In the classroom, the Teacher must create the situation that can encourage real communication, many activities can be designed to make majors' element lively. Games is ones of the techniques that can be applied in teaching grammar communicatively because games in one of potential activity gives students feeling of freedom to express themselves. Games mean an activity which the learners play and usually interact with others. It is also potentially useful to encourage students of interact with each other orally<sup>4</sup>.

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<sup>2</sup> Valley and Anne Feunteun Journal *Masters Unit Educational Enquiry* 1 2006, University of Bath

<sup>3</sup> Jeremi harmer, *The Practice of English Language Teaching* ,(england: pearson education,2001)pp.56

<sup>4</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*,(Cambridge University Press 2006) pp 1

One of the games is part of speech game. It is one of interesting game that can be implemented by the teacher/ writer in teaching speaking.<sup>5</sup>

Part of speech game is a game to guess the word and mention the word of classification.<sup>6</sup> The teachers has duty as a Jury and the student divided into some groups, each groups consists of 2 or 3 students /players, and then the jury gives the questions such as kinds of words and gives the clues and then the players compete to answers the question. The jury have to give the score 1 to the group who answered correctly and quickly, thus, the groups that get many scores will be the winner.<sup>7</sup>

Doing part of speech game can improve students in vocabulary, grammatical structured such as part of speech,<sup>8</sup> and it can improve the student's grammar communicatively because part of speech game can avoid the students from boring situation and monotonous situation in learning grammar communicatively. For this case, Emilia NH et supports kang Shumin, said that grammar mastery will enable speakers to use and understand English- language structure accurately and unhesitatingly, and then contributes to communicate fluency.<sup>9</sup>

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<sup>5</sup> Ahmad Izzan , *Basic English Grammar*, (Kesaint Blanck, Jakarta, 2005) p1.

<sup>6</sup> Rita A , *Excellent English Games*, Jakarta 2007 p 88.

<sup>7</sup> Ibid., pp 88

<sup>8</sup> Ahmad Izzan , *Basic English Grammar*, (Kesaint Blanck, Jakart, 2005)

<sup>9</sup> Jack C. Richards and willy A. Renandya, *Methodology In Language Teaching. AN Anthology of Current Practice.* ( Cambridge University Press, 2008), p 207



Basically, in SMAN 1 Tambang has done the process of teaching English that follow the indicators and aspects - aspects of the curriculum<sup>10</sup>, but in fact most students in grade 2 at SMAN 1 Tambang are still not able to communicate in English, at least in daily conversations.

Based on the description above, the writer is interested in applying part of speech games in teaching grammar communicatively in SMAN 1 Tambang because, in reality, the student's communicate is still low which maybe caused many aspects.

There are some reasons why the writer is interested in applying this game at the second year students of SMAN1 Tambang. They are:

1. Some of the students felt embarrassed to communicate in the classroom, because they feel less comfortable with the ways of learning or do not feel relaxed.
2. Some of students lack vocabularies when they are communicate with each other.
3. Some of students cannot distinguish between word classes (Grammar).

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<sup>10</sup> Curriculum,

Based on the symptoms above, the writer found in preliminary observation, it seems would be better when the teacher apply the strategy in improving student's speaking ability. The writer is interested in carrying out a research entitled:

**“THE EFFECT OF PART OF SPEECH GAME IN TEACHING GRAMMAR COMMUNICATIVELY AT THE SECOND YEAR OF SENIOR HIGH SCHOOL 1 TAMBANG IN KAMPAR REGENCY”.**

**B. Reasons for choosing the title**

The writer is interested in conducting this research because of some reasons:

1. The title is interesting because the writer wants to find out how far the effective of part of speech game in teaching grammar communicatively. The topic is relevant to the writer as an English language teacher trainer.
2. As far as the writer concerned, the topic has not been raised to be bachelor paper in State Islamic University of Sultan Syarif Kasim Riau.

### C. The Definition of the term

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that used in this research as follows:

**Grammar communicatively:** Communicative grammar is based on the communicative approach to the teaching of foreign language<sup>11</sup>.

**Game** : An activity which is entertaining and engaging, often challenging, and an activity in which learners play and usual interact with others.<sup>12</sup>

**Part of speech game** : Part of speech game is a game to guess the word and mention the word of classification.<sup>13</sup>

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<sup>11</sup>[http://Eprints.usm.my/8317/1/Teaching\\_of\\_Grammar\\_Teachers\\_Beliefs.pdf](http://Eprints.usm.my/8317/1/Teaching_of_Grammar_Teachers_Beliefs.pdf)

<sup>12</sup> Andrew Wright, David Betteridge and Michael Buckby, *games for language learning*, (Cambridge University press 2006) pp 1

<sup>13</sup> Rini A ,*Excellent English Games*, loc, cit ,p88.

## **D. The Problem**

### **1. The Identification of the Problem**

Based on the background of the problem, the writer identifies the problems as follows:

- a. Why do some of students have difficulties in distinguish the word class (Grammar)?
- b. Why do some of students lack vocabularies?
- c. Why some of the students are not able to understand what the speaker says?
- d. What are the paces of conducting part of speech game?
- e. Which technique is more appropriate in teaching part of speech to improve teaching Grammar communicatively?
- f. Is part of speech game effective to help the students express their ideas in English?

### **2. The Limitation of the Problems**

There are many factors that influence students communicatively. In this case, the writer wants to limit the problem because of the limited time, money, energy, and knowledge ability. So, the research focuses on the effect part of speech game in teaching English communicatively at the second year Senior High school 1 Tambang in Kampar regency.

### **3. The formulation of the problem**

Based on the limitation of the problem above, the problems of this research can be stated as follows:

- a. How is part of speech game implemented?
- b. Is there any significant difference of the improvement of students' grammar communicatively between those students who are taught by using part of speech game and those who not.

### **E. Objective of the study**

- a. To know how Part of speech game implemented is.
- b. To find out the significant difference of improvement of students' grammar communicatively between those students who were taught by using part of speech game and those who do not.

### **F. Needs of the study**

- a. To broaden the writer's knowledge about part of speech and grammar communicatively.
- b. To give the readers information about part of speech and grammar communicatively
- c. To give contribution to the teacher in improving their part of speech and communicative teaching.
- d. To fulfill the requirements to finish the writer study in English Education Department of State Islamic University SUSKA Riau.



## **CHAPTER II**

### **REVIEWING OF RELATED LITERATURE**

#### **A. Review of Related Theory**

##### **1. The Nature of Communication**

Communication is plays a very crucial part in people daily life. Almost every aspect in our life is covered by communication. Communicate is either as interaction or a social and situations based activity.<sup>1</sup> Communicate very important for the students in learning language because it is used to communicate with other people naturally in real time. Communicate can improve student's pronunciation, grammatical structure, and vocabulary. Douglass brown <sup>2</sup> said that learning a foreign language is long and complex undertaking. It means that the students have to good proficiency and hard effort in order to achieve it.

The successful communicate of students can be characterized by talking a lot, participation is even, motivation is high, and language is one of an acceptable levels.

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<sup>1</sup> J Carles Alderson. *Assessing Speaking*. Cambridge University Press.2004 P.9

<sup>2</sup> H.Douglas Brown. *Principle of language Learning and Teaching*, fourth Ed. New York:Addison Wesley Longman. Inc, 2000 P.1

## 2. Communicative

To most people, mastering the art of communicate is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language. It can also be known from Kalayo and Fauzan's overview on his opening speech in explanation teaching speaking. He says:

“Many language learners regard speaking ability as the measured of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language, they regard speaking as the most important skill they can acquire, and they asses their progress in term of their accomplishment in spoken communication”.<sup>3</sup>

Communicate means to say words<sup>4</sup>, when doing this, a person uses his brain an arbitrary organs to say the words or the utterance. Though the activities, the speaker's purpose is to deliver meaning the person whom is talking to. Hornby states that communicative are the ability of people to make use of the language in ordinary one. In addition to the ideas above, Finocchiario and Bonomo say that there are six important things to be considered in communicatively. They are:

1. Decide what learners wants to say
2. Select words that fall into the pattern they are going to use
3. Select words that fall into the pattern conveying the meaning
4. Use correct arrangement words

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<sup>3</sup> Kalayo Hasibuan and Muhammad Fauzan Ansyari, Teaching English as a foreign language(TEFL). (Pekanbaru: Unri press, 2007).p 101

<sup>4</sup> Oxford University press 2003



5. Make sure the appropriate situations'
6. Place tongue and lips in certain position to produce sounds<sup>5</sup>

In addition, speaker must be able to make other people understand his or her saying. If the other people can capture the point from speaking, it means that he or she has done a good communication. Speaking is a tool communication which becomes the most significant element in teaching as well. Besides, communicative is an activity of presenting thought or ideas in spoken language. In the four English skills, speaking appears as the most important intuitively: people who know language are referred to as 'speaker' of that language and the people who do not know the language is as foreign language learners.

Then, language learners also should know the parts or areas of knowledge involved in speaking. According to Kalayo and Fauzan, there are three areas of that language. The first is mechanics. It is on how we use the right words in the right sequences with the correct pronunciation. So, it includes pronunciation, grammar, and vocabulary. The second is function. It includes transaction and interaction. The last is social and cultural rules and norms. It is the understanding to take into account who is speaking to whom, in what circumstances, about what, and for what reasons. Turn taking, rate of speech, length of pauses between speakers,

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<sup>5</sup> Rita, *Improving Students Motivation to Speak English Through Half Crossword at the Year Seven Studi*. (Padang: State University of Padang, 2009), p.15

and relative roles of participant does include in social and cultural roles and norms.<sup>6</sup>

Speaking relates to communication. As a consequence to achieve a successful communication, we have to improve our speaking ability. Referring to Richards and Rodgers in McDonough and Shaw, Communicative view of languages has four characteristics;

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication
3. The structured of languages reflects its functional and communicative uses
4. The primary units of languages are not merely its grammatical and communicative meaning as exemplified in discourse.<sup>7</sup>

Next, in evaluating students' communicate brown suggests some forms as follows:<sup>8</sup>

- a. Grammar
- b. Vocabulary
- c. Comprehension
- d. Fluency
- e. Pronunciation

Then, Adams and Frith in Huges Explain those five items as follows:

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<sup>6</sup> Kalayo Hasibuan dan Fauzan ansyari, *loc. cit* p 101

<sup>7</sup> Jo Mc Donough and christoper Shaw. *Materials and Methods in ELT*,(Backwell publishing,2003)p 135

<sup>8</sup> H Douglass brown, *Language Assessment: Principles and Classroom Practice* (san fransisco state university: Longman, 2003),p 142

Accent:

1. Pronunciation frequently unintelligible
2. Frequent gross errors and very heavy accent make understanding difficult, require frequent repetition
3. "Foreign accent" requires contracted listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.
4. Marked "Foreign accent" and occasional mispronunciation that do not interfere with understanding.
5. No conspicuous mispronunciation, but would not be taken for a native speaker.
6. Native pronunciation, with no trace of foreign accent.

Grammar:

1. Grammar almost entirely inaccurate except in stock phrases.
2. Contrast errors showing control of very few major patterns and frequently preventing communication.
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding.
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding.
5. Few errors, with no pattern of failure
6. No more than two errors during the interview.

Vocabulary:

1. Vocabulary inadequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.
4. Professional vocabulary permits discussion of any nontechnical subject with some circumlocutions.
5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations.
6. Vocabulary apparently as accurate and extensive as that of an educated native speaker.

#### Fluency:

1. Speech is so halting and fragmentary that conversation is virtually impossible
2. Speech is very slow and uneven except for the short or routine sentences.
3. Speech is frequently hesitant and jerky: sentences may be left uncompleted.
4. Speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for words.
5. Speech is effortless and smooth, but perceptible non native in speed and evenness.
6. Speech on all professional and general topics as effortless and smooth as a native speaker's.

#### Comprehension:

1. Understand too little for the simplest type of conversation.
2. Understand only slow very simple speech on common social and touristic topics; requires constant repetition and rephrasing.
3. Understand careful, somewhat simplified speech directed to him or her, with considerable repetition and rephrasing.
4. Understand quite well normal educated speech directed to him or her, but requires occasional repetition or rephrasing.
5. Understand everything in normal educated conversations except for very colloquial or low frequency items or slurred speech.
6. Understands everything in both formal and colloquial speech to be expected of an educated native speaker.<sup>9</sup>

In conclusion, communication skill is a complex skill requiring the simultaneous use of a number of different abilities which often develop at different rates. The components of speaking above must be considered and each of them is correlated each other.

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<sup>9</sup> Arthur Hughes, Testing for Language Teachers: Teacher Second edition.(UK: Cambridge university press 2003),pp131

### 3. Part of Speech Game for Teaching Grammar Communicatively

Language learning is hard work. Effort is required at every moment and must be maintained over a long period of time. According to Wright games help and encourage many learners to sustain their interest and work.<sup>10</sup> He added that games also to help the teacher or researcher to create context in which language is useful and meaning full. The learners want to take part in order to do so must understand what orders are saying or have written, and they must speak or write in order to express their own point of view or give information.

According to holds most language games make learners use the language instead of thinking about learning the correct forms.<sup>11</sup> He also says that games should be treated as central not peripheral to the foreign language teaching programs. A similar opinion is expressed by Richard- Amato, who believes games to be fun but warns again overlooking their pedagogical value, particularly in foreign language teaching. There are many advantages of using games.” Games can lower anxiety, thus making the acquisition of input more likely”.<sup>12</sup>

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<sup>10</sup> Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, *ibid* ,p 2

<sup>11</sup> Rita, *Improving Students Motivation to Speak English Through Half Crossword at The Year Seven Study*, *ibid* p 20

<sup>12</sup> Richard-Amato, P. A. (1988). *Making it Happen: Interaction in The Second Language Classroom: From Theory to Practice*. New York: Longman. P 147

Richard stated that games can give many advantages such as: game can lower anxiety, thus making acquisition of input more likely. They are highly motivating and entertaining, and they can give the students more opportunity to express their opinions and feelings.<sup>13</sup>

According to Kim, there are many advantages of using games in the classroom:

1. Games are welcome break from the usual routine of the language class.
2. They are motivating and challenging.
3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.
4. Games provide language practice in the various skills- speaking, writing, listening, and reading.
5. They encourage students to interact and communicate.
6. They create meaningful context for language use.

Furthermore Hata added, that the advantages of using games in the classroom as follows:

1. More drilling/controlled practice.
2. Fun and memory
3. Class spirit
4. Know when you are doing well
5. Warmers

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<sup>13</sup> Ibid.,p 149

6. Using various parts of your brain
7. A natural way of learning
8. Competition and motivation
9. Most students like games
10. Students complain about games for the wrong reasons
- .11. Variety
12. Remembering the language by the game<sup>14</sup>

According to chamberlain most languages games fall into the following categories:

1. Phonetic games
2. Spelling games
3. Dictionary games
4. Vocabulary games

Because there are a great number of language games, the teachers have variety of choices. However, in deciding which game to be used in particular class and which game will be most appropriate and most successful with their students, teacher must take many factors into account.

Here the steps of presentation of part of speech game in the classroom, they are:<sup>15</sup>

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<sup>14</sup> Paul hata, <http://www.Articlesbase.com/Languages-Articles/Benefits-of-Using-Games-In-Teaching-the-Adult-Students-4356770.html>, (mon.21-03-11.11:22 am).

<sup>15</sup> Diane Larsen, (2000), *Technique And Principles In Language Teaching*, New York : Oxford University Press p 121

**TABLE.II.I**

**Communicative Language Teaching**

<b>NO</b>	<b>OBSERVATION</b>	<b>PRINCIPLES</b>
1.	The Teacher tells the class. That they are going to play part of speech game for today.	Games are important, because they have certain features in common with real communicative events- there is purpose to exchange. Finally having students work in small group maximizes the amount of communicative practice they receive.
2.	The Teacher asks the students what they know about part of speech.	Teaching should build on Students previous experience.
3.	The students call out their answer enthusiastically, as the teacher write on the whiteboard	When learners perceive the relevance of their language use, they are motivated to learn. They know that it is means to and rather than and themselves.
4.	The Teacher gives an explanation about the students answer and gives responses in the target language.	The target language is a vehicle for classroom communication, not just the object study.
5.	The Teacher divided students into groups; each group consists of two or three students. And this group will be together for some meeting.	<p>In cooperative learning, students often stay together in the same groups for period time, so they can learn how to work better together.</p> <p>The Teacher usually assigns to the group so that the group are mixed, males and females, different ethic, different proficiency levels, this allows students to learn from each other, and also give them practice in how to get along with people different from themselves.</p>



6.	<p>The Teacher gives the question, such as the classification, in form card. For example:</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">Noun</div>	<p>One of the Teacher's major responsibilities is to establish situations likely to promote communication.</p>
7.	<p>The Students in each group will compete to make sentences that focus of Noun (Related with the question).</p>	<p>Communicative interaction, encourage cooperative relationship among students. It gives students an opportunity to work and negotiating meaning.</p>
8.	<p>The students speaking aloud the answer to another member of the class.</p>	<p>Speaking in the target language should be taught from the beginning of language instruction, language is primarily speech.</p>
9.	<p>The Teacher accepts what each students say.</p>	<p>Lesson should contain some conversational activity- some opportunity for students to use language in real contexts. Students should be encouraged to speak as much as possible.</p>
10.	<p>The Teacher correct by repeating correctly the sentence that students said.</p>	<p>The teacher is authority in the classroom. It is very important that students to get correct answer.(self-correction facilities language learning).</p>
11.	<p>If the group who answered false, then the teacher given to another group to answer the question,</p>	<p>Each group member should be encourages to feel responsibility for participating and for learning. Gift giving is one way to increase the interest the students to speak in the classroom.(positive reinforcement helps the students develop correct habits)</p>

12.	The fastest group to answer and answer correctly then he will be the winner and will receive prizes.	Teachers not only teach language; they teach communicative as well. Of course, since speaking skill involve the use of language.
13.	The Teacher gives feedback on how students did on the target speaking skill.	The most important characteristic for any successful evaluation method is validity - whether a test or procedure measures what it purports to measure. It becomes inappropriate, meaningless, and useless to make specific inferences from invalid measurements.
14	The Teacher evaluated the students speaking ability that consists of accent, grammatical, vocabulary, fluency and comprehension.	Evidence of validity must be accumulated to support inferences made from evaluation results.

There are thousands of words in any language. But not all words have the same job. For example, some words express "action". Other words express a "thing". Other words "join" one word to another word. These are the "building blocks" of the language. Think of them like the parts of a house. When we want to build a house, we use concrete to make the foundations or base. We use bricks to make the walls. We use window frames to make the windows, and door frames to make the doorways. And we use cement to join them all together. Each part of the house has its own job. And when we want to build a sentence, we use the different types of word. Each type of

word has its own job. We can categorize English words into 8 basic types or classes. These classes are called "parts of speech."

A part of speech explains how a word is used. In traditional English grammar, there are eight parts of speech. Knowing about each part of speech will help you use words correctly when speaking and writing. Your communication skills will be enhanced.<sup>16</sup>

In addition, Izzan says that the function of English grammar. That is "science teaches us to speak, to read and to write correctly". And it contains eight parts, which are normally called as "the eight part of speech"<sup>17</sup> and it supported by Mangrum and Strichart, they says that "Knowing the eight parts of speech will improve your writing and speaking".<sup>18</sup>

Here are the eight parts of speech and their most common meanings:<sup>19</sup>

1. Noun: A noun is a word that names a person, place, or thing.

Examples:

(person) - Michael Jordan was a great basketball player.

(place) - I left my notebook at school.

(thing) - I enjoy reading a good book.

2. Pronoun: A pronoun is a word that is used in place of a noun.

Pronouns act just like nouns.

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<sup>16</sup> Mangrum-Strichart( Learning Resources),Study Skills and Strategies for Students in High School, <http://www.how-to-study.com/study-skills/en/language-arts/8/parts-of-speech/>((Mon,21-03-11,12:21PM)

<sup>17</sup> Ahmad Izzan , *Basic English Grammar*,.loc cit,.pp1.

<sup>18</sup> Mangrum-Strichart loc.cit

<sup>19</sup> Kroeger, Paul (2005). *Analyzing Grammar: An Introduction*. Cambridge: Cambridge University Press. pp. 35

Example:

Bob gave me the best puppy in the litter.

Now that cute puppy is mine.

3. Adjective: An adjective is a word that describes a noun. It can tell what kind or how many.

Examples:

(What kind) That was a wonderful movie.

(How many) Only several people attended the town meeting.

4. Verb: A verb is a word that shows action. A present tense verb shows action that is happening now. A past tense verb shows action that has already happened. A future tense verb shows action that will happen.

Examples: (present tense) Please move the chair away from the wall.

(Past tense) I walked home from school yesterday.

(Future tense) We are going on vacation in the middle of July.

5. Adverb: An adverb is a word that describes a verb. It can tell how or when.

Examples:

(How) I try to eat my food slowly.

(When) I like Jamie because he never lies.

6. Conjunction: A conjunction is a word that connects words in a sentence.

Examples:

Susan and Anna are very close friends.

I will go to the park if you come too.

7. Preposition: A preposition is a word that links and relates a noun or pronoun to another word in a sentence.

Examples:

I haven't gone to the gym since Tuesday.

Tom said that he was against Bill's idea.

8. Interjection: An interjection is a word that expresses emotion. It is usually an exclamation that is followed by an exclamation point (!). Sometimes, an Interjection is followed by a comma (,).

Examples:

Wow! That movie was scary.

Oops, I didn't mean to do that.

From the explanation above, it is obvious that part of speech can improve speaking ability. Games have gained a new importance in English teaching world today and create used context and Employ meaningful language because games can reduced stress as one problem faced by students in the past. As a kind of games, part of speech game can enrich students' communicative.

### **3. The function part of speech game in improving communicative.**

Communicate involves learners in the mastery of a wide range of sub skills, which, added together, constitute and all overall competence in the spoken language. Knowing about each part of speech will help you use words correctly when speaking and writing. Your communication skills will be enhanced.<sup>20</sup> It is also supported by some experts like Richards, Plat and Weber. They are all declares that communicative competence should include: a knowledge of rules of speaking, knowing how to use and respond to different types of language appropriately.<sup>21</sup> and additional, grammatical competence enable speakers to use and understand English language structures accurately and unhesitatingly, which contributes to speaker fluency.

From the above, it is clearly stated that grammar plays a crucial role in speaking ability. Moreover, grammar mastery and speaking ability are integrated each other. In addition, there are many aspects included in grammar mastery. One of them is part of speech.

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<sup>20</sup> Mangrum-Strichart loc. cit.,

<sup>21</sup> Jack C. Richards and willy A. Renandya, op cit.,p 207

## **B. Review of Related Finding**

As a matter fact, there are some previous researchers regarding with the effectiveness of using technique in improving students speaking ability. ones of which was conducted by SITI ROHANI (2007) under the title the use of part of speech game in Teachers' beliefs, Instructional contexts and practices student's. She found out that the students do not have ideas when they want to speak English without any visual aids (picture). They were saying to speak English with their friends or teacher and they have low interest to speak English at the classroom. She also found that by using part of speech game in Teachers' beliefs, Instructional contexts and practices students could influence the student's achievement.

In addition RITA (2009), the title is improving students motivation to speak English through half crossword at the second year seven students of SMPN 2 Rambah hilir, she concluded that using half crossword is an effective means to arouse the students motivation in learning speaking.

In this project paper, the writer would like research The Effect of Part of Speech Game in teaching grammar communicatively.

### C. Operational Concepts

In order to avoid misunderstanding about this study, it is necessary to explain about the variable used in this study as mentioned by Syafi'i that all related theoretical frameworks can be operated in the operational concepts.<sup>22</sup>

As told earlier, this research focuses on students' part of speech. The theoretical concepts of this research explained above are still in general and abstract. They need to be described operationally by particular words or indicators, so that they can be measured empirically. In this research, the writer concludes several indicators to be operated in the operational concept.

And this research consists of two variables (variable X and variable Y). Variable X is the group of control and experiment, which refers to the assumption of statistical analysis of using Independent sample T-test, where the independent scale should be nominal and variable Y is the student's grammar communicatively. Therefore, the operational concepts can be seen in the following indicators:

The part of speech game is classified as good if this technique applied with the indicators as follow:<sup>23</sup>

1. The teacher introduces/shows how to apply the part of speech game to the students while arranges them into groups.

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<sup>22</sup> M.syafi'i. *from paragraph to a research report: a writing of English for academic purposes*.(Pekanbaru:LBSI,2007).p.122

<sup>23</sup> Rini A,*excellent english games*, loc, cit .,p89.



2. The teacher asks the students to remember the part of speech, and each group must be competed.
3. The teacher gives clues (related with the theme) to the students, and the students guess the classification of word and make the sentences by using oral (speaking) by using their own word related with the theme. Each groups competed to be the first.
4. The students in one group share information. And try to answer the question.
5. The teacher evaluates the student's grammar communicatively that consists of accent, grammatical, vocabulary, fluency and comprehension.

Then the indicators of students communicative as the dependent or Y variable can be seen as follows:

1. The students are able to produce speech without hesitant and pause while retelling a story.(fluency)
2. The students are able to use correct grammar in communication.  
(grammar )
3. The students are able to use proper words in communication.  
(Vocabularies)
4. The students are able to express the comprehensible ideas  
(Comprehension)
5. The students are able to produce acceptable pronunciation in communication (pronunciation)

## **D. Assumption and hypotheses**

### **1. The Assumption**

This Research is based on following assumptions:

- a. Teaching speaking by using part of speech game may improve student's grammar communicatively.
- b. Using part of speech game in teaching grammar communicatively may improve students in classification of words and add the vocabulary.
- c. Communication is varied
- d. The student's part of speech is varied

## **E. The Hypothesis**

$H_a$  : There is significant difference of the improvement of students grammar communicative between those students who are taught by using part of speech game at the second year students of SMAN 1 Tambang in Kampar Regency

$H_o$  : There is no difference of the improvement of students grammar communicative between those students who are taught by using part of Speech game at the second year students of SMAN 1 Tambang in Kampar Regency.

## CHAPTER III

### THE RESEARCH METHOD

#### A. The Research Designed

The type of this research is Experimental research that is testing an idea to determine whether it influences an outcome or dependent variable. In this research, the writer used quasi- experimental design with non equivalent control group. This design is identical to the pretest –posttest control group design in all respect except for the random assignment of subject to conditions<sup>1</sup>. It was an appropriate one to this research in order to know the significant effect of using part of speech game to improve grammar communicatively. In this research, the writer used the observation and oral test. It involves two classes, an experiment class and control class. The experiment class was the students who are given the treatment by using part of speech game, while the control class was a group of students who are not given part of speech game.

#### The Research Design Simply Schematized as Follow<sup>2</sup>

$$\begin{array}{ccc} O_1 & \times & O_2 \\ O_3 & & O_4 \end{array}$$

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<sup>1</sup> Tuckmen, W.Bruce. *Conducting educational Research* :fifth edition(USA: Hacourt Brace collage. 1999) P 141

<sup>2</sup> Prof, Dr syamsuddin, *Metode penelitian pendidikan bahasa*, (Bandung 2007)P 52

Where:

$O_1$  : The pre test for experiment class (oral test)

X : The treatment for experiment class (observation)

$O_2$  : The post test of experiment class (oral test)

$O_3$  : The pre test for control class (oral test)

$O_4$  : The post test for control class (oral test)

In this project paper, writer would like to research the second year of students SMAN 1 Tambang by applying part of speech game. As previous observation, the writer got that experiment and control class students have average standard of knowledge in English especially speaking, the writer give the oral test to the students in order to know whether this game can improve students speaking ability or not.

**TABLE III.1**

**Research Design**

1.	Experimental Class	Sample	Pre-test	treatments	Post test
2.	Control Class	Sample	Pre-test	Non-treatments	Post test

**B. Location and Time of the Research**

This research was conducted of second year students on SMAN 1 Tambang in Kampar located at Sei Pinang in 2011. The research was done November- December 2011.

### **C. Subject and object the study**

The subject of study was the second year students of SMAN 1 Tambang, and the object this research was the effect of part of speech game and teaching grammar communicatively.

### **D. Populations and Sample**

The population of this research was the second year students of SMAN 1 Tambang. The total population of the second year students was 179 persons. It had 5 classes which consisted of: 2 IPA 1 (34 students), 2 IPA 2 (32 students), and 2 IPS 1 (37 students), 2 IPSs 2 (38 students), and 2ips 3 (38). So, the total number of students' persons was 179.

The population was relatively large, then the writer only took 25% of them, based on the limitation of the research, the writer took only 2 classes of natural science department after doing clustering sample randomly; XI IPA 1 as experimental class and XI IPA 2 as a control class because the writer wanted to equate such a characteristic that has the same homogeneous such class 2ipa 1 homogeneous with 2ipa 2.

**TABLE III.2**  
**Sample of the Research**

No	Class	Total Students
1	2ipa 1	34
2	2ipa 2	32
TOTAL		66

#### **E. The technique of collecting Data**

In collecting the data, the writer used instruments as follows:

1. Observation

Generally, classroom observation is the way to organize and control the student' behavior, movement and interaction by the teacher or the investigator. Richard states that the classroom observation includes procedures for grouping students for different types of classroom activities.<sup>3</sup>in this research, the writer applied participant observation. The writer directly observes the process of teaching and learning in the classroom.

2. Oral production test

The test used of this research was oral presentation test. The students were gave a task to speak in the spur of the moment. The writer tested the students after doing the treatment (part of speech game) with two ways; pre-test which given before the treatment and

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<sup>3</sup> Jack C Richard, John Platt- Heidi Plat, ibid p.52

post-test given after doing the treatment. According to Harris's theories, speaking test must consist of five components namely: Pronunciation, vocabulary, grammar, fluency, and comprehension.<sup>4</sup>

**TABLE III.3**  
**The Indicators of Speaking Skills Test**

<b>NO</b>	<b>Item's noticing</b>	<b>The indicators</b>
<b>1.</b>	Accent	<ol style="list-style-type: none"> <li>1. Pronunciation frequently unintelligible</li> <li>2. Frequent gross errors and very have accent make understanding difficult, require frequent repetition</li> <li>3. "Foreign accent" require contracted listening and mispronunciations lead to occasional misunderstanding and apparent errors in Grammar or vocabulary.</li> <li>4. Marked "Foreign accent" and occasional mispronunciation that do Not interfere with understanding.</li> <li>5. No conspicuous mispronunciation, but would not be taken for A native speaker.</li> <li>6. Native pronunciation, with no trace of foreign accent.</li> </ol>
<b>2.</b>	Grammar	<ol style="list-style-type: none"> <li>1. Grammar almost entirely inaccurate except in stock phrases.</li> <li>2. Contrast errors showing control of very few major Patterns and frequently preventing communication.</li> <li>3. Frequent errors showing some majors pattern uncontrolled And causing occasional irritation and misunderstanding.</li> <li>4. Occasional errors showing imperfect control of some Patterns but no weakness that cause misunderstanding.</li> <li>5. Few errors, with no pattern of failure</li> <li>6. No more than two errors during the interview.</li> </ol>
<b>3.</b>	Vocabulary	<ol style="list-style-type: none"> <li>1. Vocabulary inadequate for even the simplest conversation</li> <li>2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)</li> <li>3. Choice of words sometime inaccurate, limitations of vocabulary Prevent discussion of some common professional and social topics.</li> <li>4. Professional vocabulary permits discussion of any Nontechnical subject with some circumlocutions.</li> <li>5. Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems</li> </ol>

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<sup>4</sup> Harris, David P. 1969. *Testing English a second language.*( New York: Mc Graw hill book company,)inc p 134

		<p>And varied social situations.</p> <p>6. Vocabulary apparently as accurate and extensive as that Of an educated native speaker.</p>
4.	Fluency	<p>1. Speech is so halting and fragmentary that conversation is virtually impossible</p> <p>2. Speech is very slow and uneven except for the short or routine Sentences.</p> <p>3. Speech is frequently hesitant and jerky: sentences may Be left uncompleted.</p> <p>4. Speech is occasionally hesitant with some unevenness Caused by rephrasing and grouping for words.</p> <p>5. Speech is effortless and smooth, but perceptible non Native in speed and evenness.</p> <p>6. Speech on all professional and general topics as effortless and Smooth as a native speaker's.</p>
5.	Comprehension	<p>1. Understand too little for the simplest type of conversation.</p> <p>2. Understand only slow very simple speech on common social And touristic topics; requires constant repetition and rephrasing.</p> <p>3. Understand careful, somewhat simplified speech directed to him Or her, with considerable repetition and rephrasing.</p> <p>4. Understand quite well normal educated speech directed to him or Her, but requires occasional repetition or rephrasing.</p> <p>5. Understand everything in normal educated conversations Except for very colloquial or low frequency items or slurred speech.</p> <p>6. Understands everything in both formal and colloquial Speech to be expected of an educated native speaker.<sup>5</sup></p>

Thus to measure students speaking ability, the writer related the explanation above with the following accumulation.

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<sup>5</sup> Arthur Hughes, Testing for language teachers: teacher second edition.(UK: Cambridge university press 2003),pp131



**TABLE III.4**

**Weighting Table**

Proficiency description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	30	36
Vocabulary	4	8	12	26	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23

(Adopted from Adams and frith in huges)<sup>6</sup>

Though the accumulating of all patterns above, the researcher took take the total score from the conversion table without using the level, then, the researcher scaled the scores as follow.

**TABLE III.5**

**The Scale of Students Speaking Ability**

Score	Categories
80-100	Excellent
60-79	Very good
40-59	good
20-39	Enough
Less than 20	bad

(Adopted from david P harris)<sup>7</sup>

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<sup>6</sup> Ibid p.132

## **F. The technique of Data Presentation and Analysis**

In presenting the data that had been collected by observation and test will be presented in next chapter. Observation aimed to know whether the technique procedures were implemented or not; that was part of speech game, while speaking test for knowing student's speaking score.

In analyzing the data, the writer used checklist on observation list and scores of pre test and post test of experimental as well as and control group. These scores were analyzed statistically by using independent sample T-Test from SPSS 16 Version:

$H_0$  = Variance population identical

$H_a$  = Variance population non identical

If Probabilities  $> 0.05$ ,  $H_0$  is accepted.

If Probabilities  $< 0.05$ ,  $H_0$  is rejected.

## **G. The reliability and Validity of the test.**

According to Shohamy, reliability refers to the extent to which the test is consistent in its score, and it gives us an indication of how accurate the test score are.<sup>8</sup> The concept of reliability stems from the idea that no

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<sup>7</sup> David P Harris, loc,cit p 79

<sup>8</sup> Dr. Elana Shohamy. Language Testing for the second language Teacher. Israel. Aviv University.1985.P.70

measurement is perfect. It is reflected in the obtaining how far the instruments test that enable to measure the same subject on different occasions indicating the similar result. In this research, to know reliability of the speaking test, the writer used inter rater reliability because the writer has two raters in order to score the students speaking ability.

Gay said that inter judge reliability can be obtained by having two or more judges independently score the test the compare the score both judges. Then the scores of rater 1 correlated with the scores of the rater 2. The higher correlations, the higher the inter judge reliability. The following table will describe the correlation between score of rater 1 and the score of the rater 2 by using product moment product correlation formula through SPSS 16 version:

**TABLE III.6**

**Correlations**

		rater1	rater2
rater1	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	37	37
rater2	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	37	37

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the output above, it can be seen that r calculation is 1.000 will be correlated to r table, so the writer conclude that there is significance correlation between score of rater 2. In the other words, the speaking test is reliable. The reliability of speaking test is very high.

To know the validity of the test, the writer used content validity. Referring on Shohamy, content validity examines whether the test is a good representation of the material that needs to be tested. If a measurement is as the representative of the ideas or the appropriate material that will be measured is called content validity.<sup>9</sup> It means the test had fulfilled the validity content. In other hand, the materials of the test have been tough at the second year of SMAN 1 Tambang.

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<sup>9</sup> Ibid Elana Shohamy P.34

The materials were taken from the book guide for the students and other related resources. Here the writer prepared some topics based on the topics discuss at the time.

## **CHAPTER IV**

### **DATA PRESENTATION AND DATA ANALYSIS**

#### **A. The Description of the Data**

The aim of this research was to obtain the significant difference of improvements of students speaking ability between those students who were taught by using part of speech game and those who did not.

The first data of this research were from observation checklist; when the writer as the teacher implemented part of speech game in order to know what extend the technique procedures was implemented. The writer taught within 10 meeting that consisted of twice in a week, including pre test and post test.

The second data were the score of improvement of students speaking ability from pre test to post test both experimental and control class. The speaking results were evaluated by concerning five components: pronunciation, grammar, vocabulary, fluency, and comprehension. Each component had its score.

#### **B. The Data Presentation**

The data of this research consisted of two. They were the data of how part of speech game implemented by giving checklist and oral presentation test for testing students speaking, the speaking was reordered by the writer and back up into CD, then it was collected to evaluate the appropriate pronunciation, grammar, vocabulary, fluency

and comprehension. The writer used observatory for observation checklist and two raters to evaluate the students' recorder, finally the writer added the score and divided.

## **1. The implementation of part of speech game**

**The items of observation list are follows:**

1. The teacher introduces/shows how to apply the part of speech game to the students while arranges them into groups.
2. The teacher asks the students to remember the part of speech, and each group must be competed.
3. The teacher gives clues (related with the theme) to the students, and the students guess the classification of that word and make the sentences by using oral (speaking) by using their own word related with the theme. Each groups competed to be the first.
4. The students in one group share information and try to answer the question.
5. The teacher evaluated the students speaking ability that consists of accent, grammatical, vocabulary, fluency and comprehension.

From the items above, it can be presented by the following table data that show the implementation of part of speech game generally from the beginning of taking the data until the end completed by its percentage.

**TABLE IV.1**  
**THE RECAPITULATION PERCENTAGE OF OBSERVATION**  
**RESULT**

No	Meeting								Yes		No	
	1	2	3	4	5	6	7	8	F	P (%)	F	P (%)
1							-	-	6	75%	2	25%
2								-	7	87.5%	1	12.5%
3									8	100%	0	0%
4									8	100%	0	0%
5									8	100%	0	0%
	Total								30	<b>92.5%</b>	10	7.5%

1. The table above shows about the teacher introduces how to apply the part of speech game. It was categorized into 75%.
2. The table above shows about teacher asks the students to remember the part of speech. It was categorized into 87. 5%.
3. The table above shows that the teacher gives clues (related with the theme) to the students, and the students guess the classification of that word and make the sentences by using oral (speaking) by using their own word related with the theme. It was categorized into 100%.



4. The table above shows those teachers asks students in one group share information, and try to answer the question. It was categorized into 100%.
5. The table above shows that teacher evaluated the students speaking ability that consists of accent, grammatical, vocabulary, fluency and comprehension. It was categorized into 100%.

Based on the table above, it can be seen that the implementation of the part of speech game was well done by the teacher, but there are any procedures that not fully done. There was procedure about introduces the part of speech game and ask the students to remember the part of speech game. The item “1” is 75 % and item “2” is 87.5 %. So, the percentage of all procedures is done 92.5%.

**TABLE.IV.2**

**The Categorization of Part of Speech Game Implementation**

NO	categories	Frequency	score
1	Very good	80-100	<b>92.5%</b>

2	Good	66-79	-
3	Enough	56-65	-
4	Less	40-45	-
5	Fall	Less than 39	-

## **2. The Effect of Part of Speech Game to improve Students' Speaking Ability**

The data of this speaking test was the score of the student's improvement from pre test to post test for both experimental and control class. The data was collected through the following procedures:

1. The writer asked the students either experimental and control class to speak by telling story in the form report text.
2. The student's speaking performance was recorded and evaluated by using Hughes's Theory. They are accent, grammar, vocabulary, fluency, and comprehension.
3. The students speaking result were evaluated by two raters
4. The writer added the scores from the raters and divided it.

### **1. Pre-Test**

**TABLE.IV.3**

**The Students' Score of Pre Test Experimental Class**

**in Terms of Accent, Grammar, Vocabulary,  
Fluency and Comprehension**

NO	S	Speaking skill																		T		
		Pronunciation				Grammar				Vocabulary				fluency			comprehension					
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	
		1	2			1	2			1	2			1	2			1	2			
1	S1	2	2	80	40	2	1	60	30	3	2	100	50	2	2	80	40	2	2	80	40	40
2	S2	2	2	80	40	3	3	120	60	3	2	100	50	2	2	80	40	2	3	100	50	48
3	S3	2	2	80	40	3	2	100	50	3	3	120	60	2	3	100	50	2	2	80	40	48
4	S4	2	2	80	44	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44
5	S5	2	2	80	46	2	3	100	50	3	2	100	50	2	2	80	40	3	2	100	50	46
6	S6	2	3	100	50	2	3	100	50	3	2	100	50	2	2	80	40	3	2	100	50	48
7	S7	2	1	60	30	2	2	80	40	2	3	100	50	2	2	80	40	2	3	100	50	42
8	S8	2	3	100	50	2	2	80	40	3	2	100	50	2	2	80	40	2	3	100	50	46
9	S9	2	3	100	50	3	2	100	50	3	3	120	60	2	2	80	40	2	2	80	40	48
10	S10	3	3	120	60	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	52
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
12	S12	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
13	S13	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
15	S15	2	3	100	50	3	2	100	50	3	3	120	60	2	2	80	40	2	2	80	40	48
16	S16	2	2	80	40	3	2	100	50	3	2	100	50	2	3	100	50	3	2	100	50	48
17	S17	2	2	80	40	3	2	100	50	3	3	120	60	2	2	80	40	2	3	100	50	48
18	S18	3	3	120	60	3	2	100	50	3	3	120	60	3	2	100	50	3	2	100	50	54
19	S19	2	3	100	50	2	1	60	30	3	2	100	50	2	2	80	40	2	2	80	40	42
20	S20	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42
21	S21	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
22	S22	3	2	100	50	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	46
23	S23	2	3	100	50	3	2	100	50	3	3	120	60	2	2	80	40	2	3	100	50	50
24	S24	3	3	120	60	3	2	100	50	3	2	100	50	2	2	80	40	3	3	120	60	52
25	S25	2	2	80	40	2	3	100	50	3	2	100	50	2	3	100	50	3	2	100	50	48
26	S26	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44
27	S27	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
28	S28	3	2	100	50	3	2	100	50	3	2	100	50	2	2	80	40	3	2	100	50	48
29	S29	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	48
30	S30	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40
31	S31	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	54
32	S32	2	2	80	40	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	54
33	S33	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
34	S34	2	2	80	40	2	2	80	40	3	3	120	60	2	2	80	40	2	2	80	40	44
MEAN		44.12				45				52.06				42.35				46.18				45.88

Based on the table of speaking components of students speaking ability at experimental class above, it can be seen that the students speaking ability in each components was various proven by each mean of component; Accent, grammar, vocabulary, fluency ,and comprehension. Among the five components that have

been mentioned, the lowest mean score was fluency 42.35, and the highest mean score was comprehension: 46.18, while student's grammar was 45, vocabulary was 52.6 and was accent 44.12. So, these indicate that the students have low ability in using those components that had important role in spoken English. However, the total of mean score of students speaking ability at experiment pre test was 45.88.

**TABLE.IV.4**  
**The Description of Frequency Table of Students' Pre- Test Scores of**  
**Experimental Class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	6	17.1	17.6	17.6
	42	5	14.3	14.7	32.4
	44	4	11.4	11.8	44.1
	46	3	8.6	8.8	52.9
	48	10	28.6	29.4	82.4
	50	1	2.9	2.9	85.3
	52	2	5.7	5.9	91.2
	54	3	8.6	8.8	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Referring on the table above, it shows that there were 6 students who got score 40 (17.6 %), 5 students who got 42 (14.7 %), 4 students got 44 (11.8%), 3 students got 46 (8.8%), 10 students got 48 (29.4 %), 1 students got 50 (2.9%), 2 students got 52 (5.9%), and 3 students got 54 (8.8%).

Based on the table above, it can be seen that the total number of students was 34 students. The highest score was 54 and the lowest score was 40. The highest frequency was 10 at the score of 48. While, the statistical of this data is as the following table:

**TABLE.IV.5**

**Statistics**

		Pre Experimental class
N	Valid	34
	Missing	1
	Mean	45.8824
	Median	46.0000
	Mode	48.00
	Std. Deviation	4.37461
	Variance	19.137
	Minimum	40.00
	Maximum	54.00

**2. Pre-test**

**TABLE.IV.6**

**The Students' Score of Pre Test Control Class  
In Terms of Accent, Grammar, Vocabulary,  
Fluency and Comprehension**

NO	S	Speaking skill																		T			
		Pronunciation				Grammar				Vocabulary				fluency				comprehension					
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S		
		1	2			1	2			1	2			1	2			1	2				
1	S1	2	2	80	40	2	2	80	40	3	2	100	50	2	1	60	30	2	2	80	40	40	
2	S2	2	1	60	30	3	2	100	50	3	2	100	50	2	2	80	40	2	1	60	30	40	
3	S3	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
4	S4	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
5	S5	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
6	S6	2	1	60	30	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	40	
7	S7	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	42	
8	S8	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
9	S9	2	2	80	40	3	2	100	50	3	3	120	60	2	2	80	40	2	2	80	40	46	
10	S10	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
11	S11	2	2	80	40	3	3	120	60	3	3	120	60	2	3	100	50	2	2	80	40	50	
12	S12	3	2	100	50	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	44	
13	S13	3	3	120	60	3	3	120	60	3	2	100	50	2	3	100	50	2	3	100	50	54	
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
15	S15	3	2	100	50	3	2	100	50	3	2	100	50	2	2	80	40	3	2	100	50	48	
16	S16	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44	
17	S17	2	1	60	30	2	2	80	40	2	2	80	40	2	2	80	40	2	3	100	50	40	
18	S18	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42	
19	S19	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	1	60	30	38	
20	S20	2	3	100	50	2	2	80	40	2	3	100	50	2	2	80	40	3	2	100	50	46	
21	S21	2	2	80	40	3	3	120	60	3	2	100	50	2	3	100	50	2	2	80	40	48	
22	S22	2	2	80	40	3	3	120	60	3	2	100	50	2	2	80	40	2	2	80	40	46	
23	S23	2	1	60	30	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	38	
24	S24	2	1	60	30	2	1	60	30	2	2	80	40	2	2	80	40	2	1	60	30	34	
25	S25	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
26	S26	2	2	80	40	2	2	80	40	2	3	100	50	2	2	80	40	2	2	80	40	42	
27	S27	3	2	100	50	2	2	80	40	3	3	120	60	2	2	80	40	3	3	120	60	50	
28	S28	2	2	80	40	2	2	80	40	2	3	100	50	2	3	100	50	2	2	80	40	44	
29	S29	2	2	80	40	2	2	80	40	3	3	120	60	2	3	100	50	2	3	100	50	48	
30	S30	2	2	80	40	3	2	100	50	3	3	120	60	2	2	80	40	2	2	80	40	46	
31	S31	3	3	120	60	3	3	120	60	3	3	120	60	3	2	100	50	2	3	100	50	56	
32	S32	2	2	80	40	3	3	120	60	3	3	120	60	2	3	100	50	3	2	100	50	52	
MEAN		40.97				45.31				48.75				42.19				42.50				43.94	

Based on the table of speaking components of students speaking ability at control class above, it can be seen that the students speaking ability in each components was various proven by each mean of component; Accent, grammar, vocabulary, fluency ,and comprehension. Among the five components mentioned,

the lowest mean score was accent 40.97, and the highest mean score was Vocabulary 48.75, while students' grammar was 45.31, fluency was 42.19, and comprehension was 42.50. So, these indicate that the students have low ability in using those components that had important role in spoken English. However, the total of mean score of students speaking ability at control pre test was 43. 94.

**TABLE.IV.7**

**The description of frequency table of students pre- test scores of control class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	1	2.9	3.1	3.1
	38	2	5.7	6.2	9.4
	40	9	25.7	28.1	37.5
	42	3	8.6	9.4	46.9
	44	5	14.3	15.6	62.5
	46	4	11.4	12.5	75.0
	48	3	8.6	9.4	84.4
	50	2	5.7	6.2	90.6
	52	1	2.9	3.1	93.8
	54	1	2.9	3.1	96.9
	56	1	2.9	3.1	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Based on the table above, it shows that there was 1 students who got score 34 (3.1 %), 2 students who got 38 (6.2 %), 9 students who got 40 (28.1%), 3 students who got 42 (9.4%), 5 students who got 44 (15.6 %), 4 students who got 46 (12.5%), 3 students who got 48 (9.4%), 2 students who got 50 (6.2%), 1students who got 52 (3.1%), 1 students who got 54 (3.1%), and 1 students who got 56 (3.1%).

Based on the table above, it can be seen that the total number of students was 32 students. The highest score was 56, and the lowest score was 34, and the highest frequency was 9 at the score of 40. In addition, the statistical of this data is as the following table:

**TABLE.IV.8**  
**Statistics**



		Pre-Control class
N	Valid	32
	Missing	3
Mean		43.9375
Median		44.0000
Mode		40.00
Std. Deviation		4.98991
Variance		24.899
Minimum		34.00
Maximum		56.00

### 3. Post-test

**TABLE.IV.9**  
**The Students' Score of Post Test Experimental Class**

**In Terms of Accent, Grammar, Vocabulary,  
Fluency and Comprehension**

NO	S	Speaking skill																		T			
		Pronunciation				Grammar				Vocabulary				fluency				comprehension					
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S	Rater			T	S	
		1	2			1	2			1	2			1	2			1	2				
1	S1	3	2	100	50	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	48	
2	S2	3	3	120	60	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	54	
3	S3	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50	
4	S4	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	50	
5	S5	3	3	120	60	2	2	80	40	3	3	120	60	3	3	120	60	2	3	100	50	54	
6	S6	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
7	S7	3	3	120	60	3	4	140	70	3	4	140	70	3	3	120	60	3	4	140	70	58	
8	S8	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58	
9	S9	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	58	
10	S10	3	3	120	60	3	2	100	50	3	3	120	60	3	3	120	60	4	3	140	70	60	
11	S11	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
12	S12	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	2	3	100	50	48	
13	S13	2	2	80	40	3	2	100	50	3	2	100	50	2	2	80	40	2	2	80	40	44	
14	S14	3	4	140	70	3	4	140	70	3	4	140	70	3	4	140	70	3	4	140	70	70	
15	S15	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	4	140	70	62	
16	S16	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	56	
17	S17	2	4	120	60	3	4	140	70	3	4	140	70	3	4	140	70	3	4	140	70	68	
18	S18	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	56	
19	S19	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	56	
20	S20	3	4	140	70	3	4	140	70	3	4	140	60	3	4	140	70	3	4	140	70	68	
21	S21	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	2	2	80	40	48	
22	S22	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	58	
23	S23	3	4	140	70	3	4	140	70	4	4	160	80	3	4	140	70	3	4	140	70	72	
24	S24	3	3	120	60	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	58	
25	S25	2	3	100	50	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	58	
26	S26	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	3	2	100	50	44	
27	S27	3	4	140	70	3	4	140	70	4	4	160	80	3	4	140	70	4	4	160	80	74	
28	S28	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	4	3	140	70	62	
29	S29	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	58	
30	S30	3	4	140	70	3	4	140	70	3	4	140	70	3	4	120	60	3	4	140	70	68	
31	S31	3	4	140	70	3	4	140	70	4	4	160	80	3	4	140	70	3	4	140	70	72	
32	S32	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60	
33	S33	2	2	80	40	3	2	100	50	3	2	100	50	3	2	100	50	2	2	80	40	46	
34	S34	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	3	2	100	50	50	
MEAN		55.76				57.06				59.71				56.76				56.47				56.88	

Based on the table of speaking components of students speaking ability at experimental class above, it can be seen that the students' speaking ability in each component was various, proven by each mean of

component; Accent, grammar, vocabulary, that has been mentioned, the lowest mean score was accent 56.76, and the highest mean score was Vocabulary 59.71, in addition students grammar was 57.6 fluency was 56.76 and was comprehension 56.47, so, these indicate that the students have low ability in using those components that had important role in spoken English. However, the total of mean score of students speaking ability at experiment post test was 56.88.

The description of student's post-test of experimental class at the second year of SMAN 1 Tambang can be seen in the following table.

**TABLE.IV.10**

**The Description of Frequency Table of Students' Post- Test Scores of  
Experimental Class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	4	11.4	11.8	11.8
	46	1	2.9	2.9	14.7
	48	3	8.6	8.8	23.5
	50	3	8.6	8.8	32.4
	54	2	5.7	5.9	38.2
	56	3	8.6	8.8	47.1
	58	7	20.0	20.6	67.6
	60	2	5.7	5.9	73.5
	62	2	5.7	5.9	79.4
	68	3	8.6	8.8	88.2
	70	1	2.9	2.9	91.2
	72	2	5.7	5.9	97.1
	74	1	2.9	2.9	100.0
	Total	34	97.1	100.0	
Missing	System	1	2.9		
Total		35	100.0		

Based on the table above, it shows that there were 4 students who got score 44 (11.8 %), 1 students who got 46 (2.9 %), 3 students who got 48 (8.8%), 3 students who got 50 (8.8%), 2 students who got 54 (5.9 %), 3 students who got 56 (8.8%), 7 students who got 58 (20.6%), 2 students who got 60 (5.9%), 2 students who got 62 (5.9%), 3 students who got 68 (8.8%), 1 students who got 70 (2.9%). 2 students who got 72 (5.9%).1 students who got 74 (2.9%).

Based on the table above, it can be seen that the total number of students was 34 students. The highest score was 74 and the lowest score was 44. The

highest frequency was 7 at the score of 58. While, the statistical of this data is as the following table:

**TABLE.IV.11**

**Statistics**

		Post Experimental class
N	Valid	34
	Missing	1
	Mean	56.8824
	Median	58.0000
	Mode	58.00
	Std. Deviation	8.79657
	Variance	77.380
	Minimum	44.00
	Maximum	74.00

**4. Post test**

**TABLE.IV.12**

**The Students' Score of Post Test Control Class  
In Terms of Accent, Grammar, Vocabulary,**

## Fluency and Comprehension

NO	S	Speaking skill																		T			
		Pronunciation				Grammar				Vocabulary				fluency			comprehension						
		Rater		T	S	Rater		T	S	Rater		T	S	Rater		T	S						
		1	2			1	2			1	2			1	2								
1	S1	3	2	100	60	3	2	100	50	3	2	100	50	2	2	80	40	3	2	100	60	52	
2	S2	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	34	
3	S3	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
4	S4	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	56	
5	S5	2	3	100	50	3	2	100	50	3	3	120	60	2	3	100	50	2	3	100	50	52	
6	S6	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
7	S7	3	3	120	60	2	3	100	50	3	3	120	60	2	3	100	50	3	3	120	60	56	
8	S8	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	54	
9	S9	3	3	120	60	2	3	100	50	3	3	120	60	2	3	100	50	2	3	100	50	54	
10	S10	3	2	100	50	3	2	100	50	3	3	120	60	2	2	80	40	3	3	120	60	52	
11	S11	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
12	S12	3	3	120	60	3	3	120	60	3	3	120	60	2	3	100	50	3	3	120	60	58	
13	S13	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50	
14	S14	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
15	S15	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50	
16	S16	2	3	100	50	3	3	120	60	3	3	120	60	2	3	100	50	2	3	100	50	54	
17	S17	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42	
18	S18	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	2	3	100	50	50	
19	S19	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
20	S20	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42	
21	S21	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42	
22	S22	2	4	120	60	2	4	120	60	3	4	140	70	2	4	120	60	2	4	120	60	62	
23	S23	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	3	3	120	60	60	
24	S24	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	2	2	80	40	40	
25	S25	2	2	80	40	2	2	80	40	3	2	100	50	2	2	80	40	2	2	80	40	42	
26	S26	2	3	100	50	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	50	
27	S27	2	3	100	50	2	3	100	50	3	3	120	60	2	2	80	40	3	3	120	60	52	
28	S28	2	3	100	50	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	50	
29	S29	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48	
30	S30	3	2	100	50	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	50	
31	S31	3	2	100	50	2	3	100	50	3	3	120	60	2	2	80	40	2	3	100	50	50	
32	S32	2	2	80	40	2	3	100	50	3	3	120	60	2	2	80	40	3	2	100	50	48	
MEAN		48.06				48.44				53.75				44.38				49.06				48.44	

Based on the table of speaking components of students speaking ability at control class above, it can be seen that the students' speaking ability in each component was various, proven by each mean of component; Accent, grammar, vocabulary, fluency, and comprehension. Among the five components, en

mentioned, the lowest mean score was fluency 44.37 and the highest mean score was comprehension 49.6, furthermore while student's grammar was 48.44, accent 48.6, vocabulary was 53.75. So, these indicate that the students have low ability in using those components that had important role in spoken English. However, the total of mean score of student's speaking ability at control pre test was 48.44.

**TABLE.IV.13**  
**The Description of Frequency Table of Students Post- Test Scores of Control Class.**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	34	1	2.9	3.1	3.1
	40	6	17.1	18.8	21.9
	42	4	11.4	12.5	34.4
	48	2	5.7	6.2	40.6
	50	7	20.0	21.9	62.5
	52	4	11.4	12.5	75.0
	54	3	8.6	9.4	84.4
	56	2	5.7	6.2	90.6
	58	1	2.9	3.1	93.8
	60	1	2.9	3.1	96.9
	62	1	2.9	3.1	100.0
	Total	32	91.4	100.0	
Missing	System	3	8.6		
Total		35	100.0		

Based on the table above, it shows that there was 1 students who got score 34 (3.1 %), 6 students who got 40 (18.8 %), 4 students who got 42 (12.5%), 2 students who got 48 (6.2%), 4 students who got 52 (12.5 %), 3 students who got 54 (9.4%), 2 student who got 56 (6,2%), 1 students who got 58 (3.1%), 1 students

who got 60 (3.1%), 1 students who got 62 (3.1). Based on the table above, it can be seen that the total number of students was 32 students. The highest score was 62 and the lowest score was 34. The highest frequency was 7 at the score of 50. While, the statistical of this data is as the following table:

**TABLE.IV.14**

**Statistics**

		Post control class
N	Valid	32
	Missing	3
	Mean	48.4375
	Median	50.0000
	Mode	50.00
	Std. Deviation	6.92325
	Variance	47.931
	Minimum	34.00
	Maximum	62.00

However, generally the statistical description of data can be seen in the following table description:

**TABLE.IV.15**

**Statistics**



	Preex	Postex	Precon	Postcon
N Valid	34	34	32	32
Missing	1	1	3	3
Mean	45.8824	56.8824	43.9475	48.4475
Median	46.0000	58.0000	44.0000	50.0000
Mode	48.00	58.00	40.00	50.00
Std. Deviation	4.37461	8.79657	4.98991	6.92325
Variance	19.137	77.380	24.899	47.931
Minimum	40.00	44.00	34.00	34.00
Maximum	54.00	74.00	56.00	62.00

Based on the statistical description table above, it shows the detail description of all data, it can be seen the differences mean, median, mode, Std. deviation, Variance, Minimum, Maximum data both experimental and control class.

### **C. The Data Analysis**

The data analysis presents the statistical result followed by discussion about the effect of part of speech game to improve students speaking ability at the second year senior of SMAN 1 Tambang. The data are divided into two classes;

experimental and control scores. The writer used independent sample T-test from SPSS. 16 versions to analyze the effect of part of speech game to improve students speaking ability at the second year senior high school 1 Tambang.

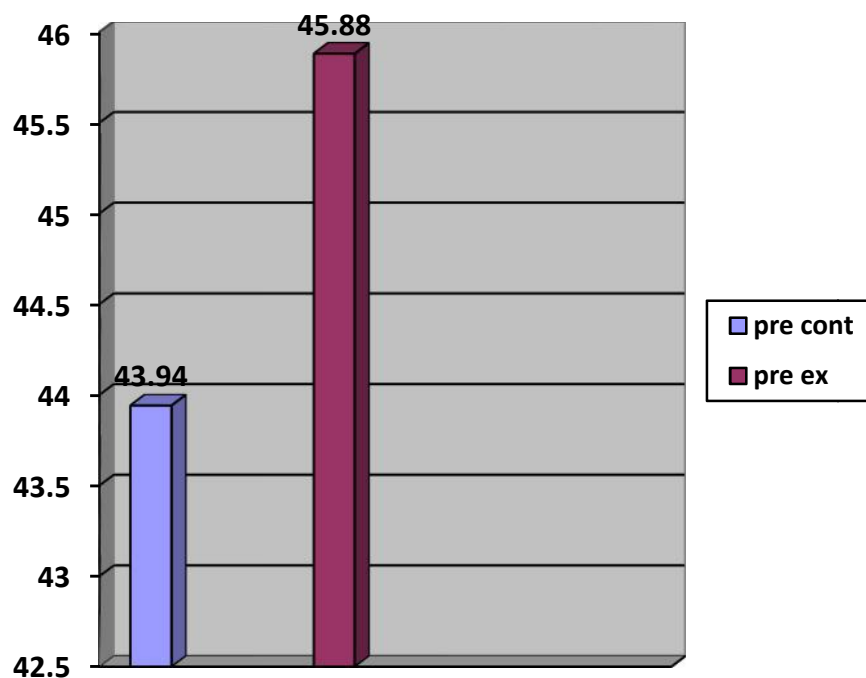
**1. The analysis pre test of Experimental and control class**

**TABLE.IV.16**

**The students speaking score  
of pre test at experiment and control class**

NO	Name	Experiment	Control
----	------	------------	---------

1	S1	40	40
2	S2	48	40
3	S3	48	40
4	S4	44	40
5	S5	46	44
6	S6	48	40
7	S7	42	42
8	S8	46	44
9	S9	48	46
10	S10	52	40
11	S11	40	50
12	S12	42	44
13	S13	42	54
14	S14	40	40
15	S15	48	48
16	S16	48	44
17	S17	48	40
18	S18	54	42
19	S19	42	38
20	S20	42	46
21	S21	40	48
22	S22	46	46
23	S23	50	38
24	S24	52	34
25	S25	48	40
26	S26	44	42
27	S27	40	50
28	S28	48	44
29	S29	48	48
30	S30	40	46
31	S31	54	56
32	S32	54	52
33	S33	44	
34	S34	44	
MEAN		45.88	43.94



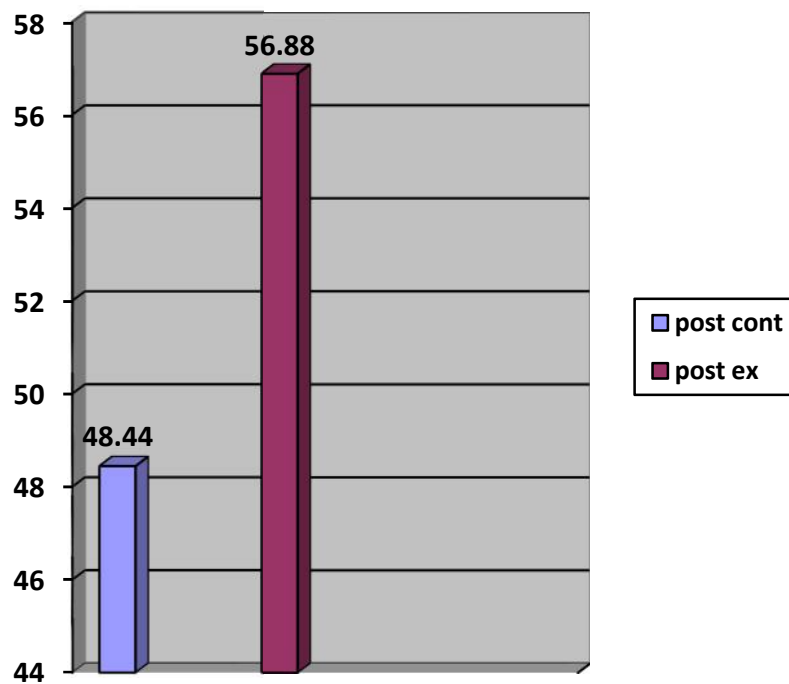
The diagram above describes the comparison between students speaking score of both experimental and control class pre test. The mean score experimental class is 45.88, while the mean score of control class is 43.94. So, it indicates that students speaking ability at experimental and control class are relative same. It means that there is no significance difference on students speaking ability both experimental class and control class. By knowing the students basic speaking ability at experimental and control class, it makes the writer easy to measure and to know the improvements of students speaking ability after giving the treatment or the difference between class that have been tough by using part of speech game and class that tough without part of speech game.

## 2. The analysis Post test of Experimental and control class

**TABLE.IV.17**

**The students speaking score  
of post test at experiment and control class**

<b>NO</b>	<b>Name</b>	<b>Experiment</b>	<b>Control</b>
1	S1	48	52
2	S2	54	34
3	S3	50	40
4	S4	50	56
5	S5	54	52
6	S6	44	40
7	S7	58	56
8	S8	58	54
9	S9	58	54
10	S10	60	52
11	S11	44	40
12	S12	48	58
13	S13	44	50
14	S14	70	40
15	S15	62	50
16	S16	56	54
17	S17	68	42
18	S18	56	50
19	S19	56	40
20	S20	68	42
21	S21	48	42
22	S22	58	62
23	S23	72	60
24	S24	58	40
25	S25	58	42
26	S26	44	50
27	S27	74	52
28	S28	62	50
29	S29	58	48
30	S30	68	50
31	S31	72	50
32	S32	60	48
33	S33	46	
34	S34	50	
<b>MEAN</b>		<b>56.88</b>	<b>48.44</b>



The diagram above describes the comparison between students speaking score of both experimental and control after giving the treatment. The mean score experimental class is 56.88, while the mean score of control class is 48.44. Both of the classes have their improvement from pre test score, but the improvement is different; the students' speaking at experimental is higher than control class. It means that there is a better improvement at experimental class than control class that had been given treatment.

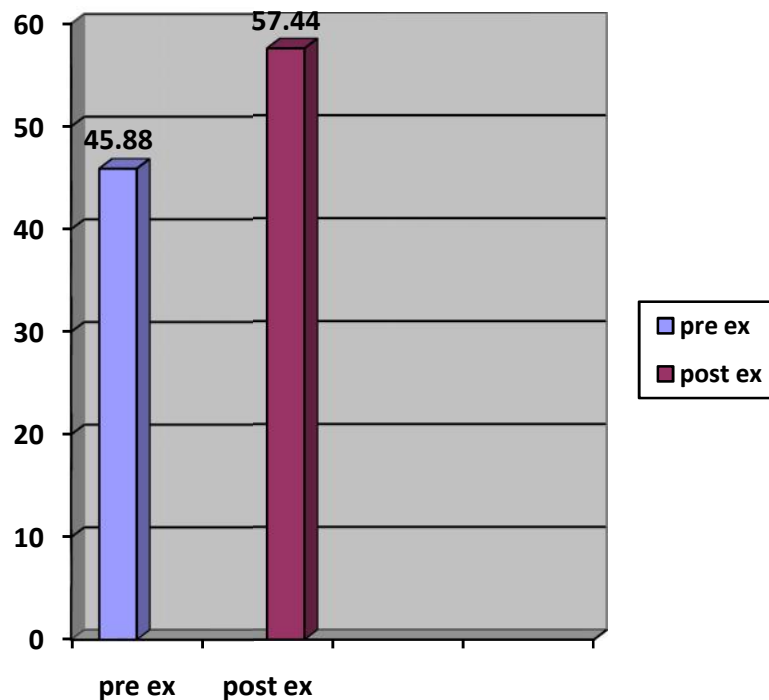
### 3. The Analysis Improvement of Speaking Ability of Experiment Class

**TABLE.1V.18**

**The students speaking score  
at pre test to post test at experimental class**

<b>NO</b>	<b>Name</b>	<b>pre-test</b>	<b>post-test</b>	<b>Score</b>	<b>Percentage</b>
1	S1	40	48	8	20%
2	S2	48	54	6	12.50%
3	S3	48	50	2	4.16%
4	S4	44	50	6	13.63%
5	S5	46	54	8	17.39%
6	S6	48	44	-4	-8.30%
7	S7	42	58	16	38.09
8	S8	46	58	12	26.08%
9	S9	48	58	10	20.83%
10	S10	52	60	8	15.38
11	S11	40	44	4	10%
12	S12	42	48	6	14.28%
13	S13	42	44	2	4.76%
14	S14	40	70	30	75%
15	S15	48	62	14	29.16%
16	S16	48	56	8	16.60%
17	S17	48	68	20	41.66
18	S18	54	56	2	3.70%
19	S19	42	56	14	33.33%
20	S20	42	68	26	61.90%
21	S21	40	48	8	20
22	S22	46	58	12	26.08
23	S23	50	72	22	44%
24	S24	52	58	6	11.53%
25	S25	48	58	10	20.83%
26	S26	44	44	0	0%
27	S27	40	74	34	85%
28	S28	48	62	14	29.16%
29	S29	48	58	10	20.83
30	S30	40	68	28	20%
31	S31	54	72	18	33.33%
32	S32	54	60	6	11.11%
33	S33	44	46	2	4.54%
34	S34	44	50	6	13.63%
<b>MEAN</b>		<b>45.88</b>	<b>57.44</b>	<b>11</b>	<b>23.97%</b>

The table above describes about the differences between student's speaking score before and after giving treatment at experimental class. Before giving treatment, the students' speaking mean score was about 45.88, it was known by taking pre-test at the beginning. While after giving treatment, the mean score of students speaking was 57, 44. By the percentage was total was 23.97%.The improvement of each student was various, there were drastically improved. But generally, the improvement can be seen at the mean score.





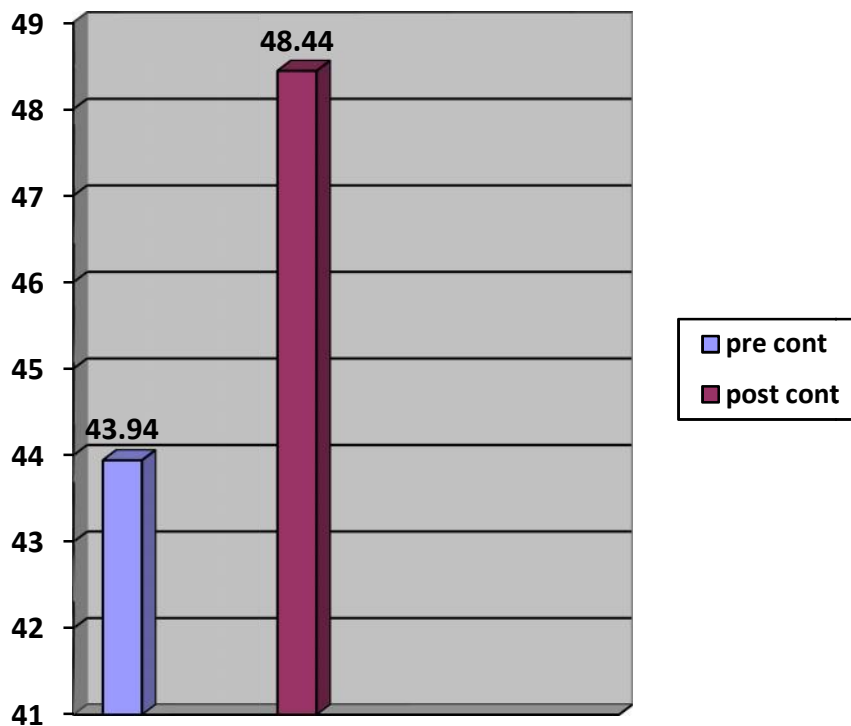
#### 4. The Analysis Improvement of Speaking Ability of Control Class

**TABLE.IV.19**

##### **The Students Speaking Score at Pre Test to Post Test at Control Class**

<b>NO</b>	<b>Name</b>	<b>Pre-test</b>	<b>Post-test</b>	<b>Score</b>	<b>Percentage</b>
1	S1	40	52	12	30%
2	S2	40	34	-6	-15%
3	S3	40	40	0	0%
4	S4	40	56	16	40%
5	S5	44	52	8	18.18%
6	S6	40	40	0	0.00%
7	S7	42	56	14	33.33%
8	S8	44	54	10	22.72%
9	S9	46	54	8	17.39%
10	S10	40	52	12	30
11	S11	50	40	-10	-20%
12	S12	44	58	14	31.81%
13	S13	54	50	-4	-7.40%
14	S14	40	40	0	0%
15	S15	48	50	2	4.16%
16	S16	44	54	10	22.72%
17	S17	40	42	2	5%
18	S18	42	50	8	19.04%
19	S19	38	40	2	5.26%
20	S20	46	42	-4	-8.69%
21	S21	48	42	-6	-12.50%
22	S22	46	62	16	34.78%
23	S23	38	60	22	58%
24	S24	34	40	6	17.64%
25	S25	40	42	2	5.00%
26	S26	42	50	8	19%
27	S27	50	52	2	4%
28	S28	44	50	6	13.63%
29	S29	48	48	0	0
30	S30	46	50	4	9%
31	S31	56	50	-6	-10.71%
32	S32	52	48	-4	-7.60%
<b>MEAN</b>		<b>43.94</b>	<b>48.44</b>	<b>4.5</b>	<b>10..24%</b>

The table above describes about the differences between students speaking score before and after giving treatment at control class. Firstly, the students speaking mean score was about 43.94, it known by taking pre test at the beginning. While after giving post test, the mean score of students speaking ability was 48.44. So, in this control class, there was no better improvement of students speaking ability.



## **5. The Analysis of Difference Improvement Between Experimental and Control Class**

The difference improvement of students speaking ability at Experimental and control class, seen from difference mean score of improvement at the experimental class, there was 11.00 by percentage 23.97% , while at control class was 4.5 by percentage 10.24%.

Based on the percentage influence found for both classes, it is clear that the percentage of influence improvement of part of speech game on students speaking ability is higher than control class. It means that the game used by the teacher in teaching speaking skill is one of the factors that gives influenced toward students speaking ability.

After knowing the percentage different improvement from both of the classes, then the writer analyzed by using independent sample T-Test by SPSS 16 Version. The table of the differences between experimental and control class can be seen in the table below.

**TABLE.IV.20****The Students Difference Score of Experimental And Control Class**

<b>NO</b>	<b>Name</b>	<b>Score experiment</b>	<b>Score control</b>
1	S1	8	12
2	S2	6	-6
3	S3	2	0
4	S4	6	16
5	S5	8	8
6	S6	-4	0
7	S7	16	14
8	S8	12	10
9	S9	10	8
10	S10	8	12
11	S11	4	-10
12	S12	6	14
13	S13	2	-4
14	S14	30	0
15	S15	14	2
16	S16	8	10
17	S17	20	2
18	S18	2	8
19	S19	14	2
20	S20	26	-4
21	S21	8	-6
22	S22	12	16
23	S23	22	22
24	S24	6	6
25	S25	10	2
26	S26	0	8
27	S27	34	2
28	S28	14	6
29	S29	10	0
30	S30	28	4
31	S31	18	-6
32	S32	6	-4
33	S33	2	
34	S34	6	
<b>Mean</b>		11	4.5

## 6. The Analysis of Mean and standard Deviation.

**TABLE.IV.21**

### **Mean and Standard Deviation**

	Experimental Class		Control Class	
	Pre-test	Post-Test	Pre-test	Post-Test
Mean	45.88	56.88	43.94	48.44
Standard Deviation	4.374	8.796	4.989	6.923

#### **a. Pre-Test**

##### **1. Mean and standard deviation pre test of experimental class**

Based on the table above, it can be seen that the mean (Mx) of pre test of experimental class is 45.88, and Standard Deviation (SD) of pre test experimental class is 4.374.

##### **2. Mean and standard deviation pre test of Control class**

Based on the table above, it can be seen that the mean (Mx) of pre test of control class is 43.94, and Standard Deviation (SD) of pre test control class is 4.989.

#### **b. Post Test**

##### **1. Mean and standard deviation Post test of Experimental class**

Based on the table above, it can be seen that the mean (Mx) of Post test of experimental class is 56.88, and Standard Deviation (SD) of post test Experimental class is 8.769.

## 2. Mean and standard deviation Post test of Control class

Based on the table above, it can be seen that the mean (Mx) of Post test of control class is 48.44, and Standard Deviation (SD) of post test control class is 6.923.

## 7. Data analysis of students Post-test Score of Experimental class

The data of students post test score of experimental class were obtained from the result of their speaking ability. Based on the description data, the result can be classified into the scores as follows:

**TABLE.IV.22**

**The Classification of Student's Score of Experimental Class**

No	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	66-79	7	20.59%
3.	Enough	56-65	14	41.18%
4.	Less	40-55	13	38.23%
5.	Fall	30-39	-	0%

Based on the table above, it can be seen the classification of the students score: the first category shows 0%, the second category shows 7 frequencies (20.59%), the third category shows 14 frequencies (41.18%), the fourth category shows 13 frequencies (38.23%), and the last categories shows 0%. The table above also shows that the highest percentage of experimental class is 41.18%. The mean score of experimental class is

56.88. Thus the majority of the students in experimental class can classify into enough categories.

## 8. Data Analysis of Students Post-Test Score of Control class

The data of students post test score of control class were obtained from the result of their speaking ability. Based on the description data, the result can be classified into the scores as follows:

**TABLE.IV.23**

### **The Classification of Student's Score of Control Class**

No	Categories	Score	Frequency	Percentage
1.	Very Good	80-100	-	0%
2.	Good	66-79	-	0%
3.	Enough	56-65	5	15.62%
4.	Less	40-55	26	81.25%
5.	Fall	30-39	1	3.12%

Based on the table above, it can be seen the classification of the students score: the first category shows 0%, the second category shows 0%, the third category shows 5 frequencies (15.62%), the fourth category shows 26 frequencies (81.25%), and the last categories shows 3.12%. The table above also shows that the highest percentage of control class is 81.25%. The mean score of control class is 48.44. Thus the majority of the students in control class can be classified into less categories.

**9. The Data Analysis Difference of The Improvement of Students Speaking Ability by Using Independent Sample T-test.**

**TABLE.IV.24**

**Group Statistics**

Group	N	Mean	Std. Deviation	Std. Error Mean
Experiment class 1	34	11.00	8.92052	1.52986
Control Class 2	32	4.5	7.72094	1.36488

Based on the table above, it can be seen that the total students from each class, the experimental class consisted of 34 students; while for the control class consisted of 32 students. The mean of experimental class improvement was 1100, and mean the control class was 4.5. Standard deviation from experimental class was 8.92052, while standard deviation from control class was 7.72094. Standard error mean experimental class was 1.52986, and control class was 1.36488.



**TABLE.IV.25**

**Independent Sample Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.154	.696	3.156	64	.002	6.50000	2.05928	2.38611	10.61389
	Equal variances not assumed			3.170	63.568	.002	6.50000	2.05021	2.40370	10.59630

Based on the output SPSS above, Independent –Sample T-test shows  
Levene’s Test to know the same variance<sup>1</sup>

Ho = Variance population identical

Ha = Variance population non identical

If probabilities >0.05, Ho is accepted

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<sup>1</sup> Hartono.SPSS 16.0 Analisis Data Statistika dan penelitian. (Pekanbaru:pustaka pelajar,2008),P 159.

If Probabilities  $< 0.05$ ,  $H_0$  is rejected

Based on the output SPSS above, it answers the hypothesis of the research that  $H_a$  is accepted because  $0.002 < 0.05$ , its means that  $H_0$  is rejected.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Research Conclusion**

Based on the explanation in the chapter IV, finally the research about the effect of part of speech game in teaching grammar communicatively at the second year students of SMAN 1 Tambang consists of the conclusions as follows:

1. The implementation of part of speech game is well done (92.5%). It means that there is still any missing items values: two part items that are done fully enough.
2. From analysis of independent Sample T-test formula, there is significant difference of improvement of student's grammar communicatively tough by using part of speech game at the second year senior high school 1 Tambang in Kampar Regency.  $H_0$  is rejected and  $H_a$  is accepted because  $0.002 < 0.05$ .
3. The Mean ( $M_x$ ) Students score in pre test at experimental class is 45.88. Mean Students score in post test at experimental class is 56.88. Then the mean improvement of students speaking ability at experimental class is 11.00. From the calculation above, it is clear that students grammar communicatively in experimental class increases 23.97%. While mean students score in pre test at control class is 43.94. Mean students score in post test at control class is 48.44

and the improvement of student's grammar communicatively at control class is 4.5. From the calculation above, clear that students speaking ability in experimental class increases 10.24%. It means that the effect of part of speech game is better than the conventional way.

## **B. Suggestions**

Based on the conclusion of the research above, it is known that using part of speech game in teaching grammar communicatively can affect the speaking ability of students. So, part of speech game is one of the choices by English teacher in order to improve student's grammar communicatively. Besides that, the teacher should use many ways to encourage the student's grammar communicatively like:

1. Teacher trains students to speak English during teaching and learning process.
2. Teacher can encourage student's awareness about the importance of speaking for their life.
3. Teacher should construct creative and enjoyable learning for students
4. Teacher should support their strategies by using interesting game and media.
5. Teacher should improve the students' grammar communicatively by using various games.

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